DOCUMENT RESUME

ED 376 448 CS 011 890

AUTHOR Denner, Michael, Comp.
TITLE The "Whole" Whole-Language Debate, 1988-1992: Citations and Abstracts "pro et contra" from the ERIC Database.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 93
CONTRACT RI88062001
NOTE 26p.
AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Basal Reading; Definitions; Elementary Education; *Instructional Effectiveness; Phonics; Program Implementation; Reading Research; *Whole Language Approach
IDENTIFIERS *Educational Issues; Emergent Literacy; ERIC

ABSTRACT

This annotated bibliography of material from the ERIC database presents 87 annotations on the topic of the "whole" whole-language debate. Entries in the bibliography are grouped under the topics of philosophy and analysis; the struggle for a definition; comparative analyses of whole language versus traditional approaches; and application of the whole language approach. The journal articles, books, reports, practica, conference papers, and theses in the annotated bibliography were published between 1988 and 1992. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 376 448

The *Whole* Whole-Language Debate

Citations and Abstracts *pro et contra* from the ERIC Database

1993

Michael Denner, Compiler

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47408-2698

CS011850

BEST COPY AVAILABLE

Understanding the Whole Language Approach

Philosophy and Analysis

AN: EJ441047
AU: Giddings, Louise R.
TI: Literature-Based Reading Instruction: An Analysis.
PY: 1992
JN: Reading Research and Instruction; v31 n2 p18-30 Win 1992
AV: UMI
AB: Reviews the literature relative to the theory and practice of literature-based reading instruction. Cites studies that support a holistic, literature-based approach to reading instruction. Suggests that more studies are needed relative to the implementation of literature-based reading programs. (PRA)

AN: EJ440964
AU: Olds, Henry F., Jr.
TI: Reading, Writing, and Restructuring: A Case for Renewal.
PY: 1992
JN: Writing Notebook: Creative Word Processing in the Classroom; v9 n3 p19,42 Jan-Feb 1992
AB: Discusses the need for fundamental restructuring of language arts instruction. Discusses the benefits of the whole-language approach and the current problems with testing, use of instructional time, and the lack of teacher support. (PRA)

AN: EJ440911
AU: Pahl, Michele M.; Monson, Robert J.
TI: In Search of Whole Language: Transforming Curriculum and Instruction.
PY: 1992
JN: Journal of Reading; v35 n7 p518-24 Apr 1992
AV: UMI
NT: Themed Issue on Bringing about Change in Schools.
AB: Suggests ways that transactional learning can be reflected in staff development practices. Addresses issues raised during attempts to implement a whole-language staff development program. Contends that what unites whole-language teachers is a unique but common orientation toward instruction and curriculum and that this orientation can be reflected in whole-language staff development programs. (RS)

AN: EJ442698
AU: Swan, Ann
TI: Getting a Good View of Whole Language.
PY: 1992
JN: Ohio Reading Teacher; v26 n2 p11-12 Win 1992
AV: UMI
AB: Discusses the whole-language philosophy and its view of language, learning, and teaching. Discusses the whole-language view of the relationship between students and teachers and the holistic approach. (PRA)

AN: EJ431071
AU: Giddings, Louise R.
TI: Literature-Based Reading Instruction: Understanding the Holistic Perspective.
PY: 1991
JN: Contemporary Issues in Reading; v6 n2 p69-74 Spr 1991

AB: Presents a discussion of the ideas that are central to the concept of literature-based reading instruction. Reviews the theory, gives insights from reading research, stresses the importance of literature in the reading program, and offers strategies for literature-based reading instruction. (PRA)

AN: EJ429709
AU: Shaw, Ellyn A.
TI: Impressions of Whole Language Reading Instruction from the Land down Under.
PY: 1991
JN: Journal of the Wisconsin State Reading Association; v35 n1 p43-48 Win 1991
NT: Themed Issue: Whole Language.
AB: Discusses a teacher's perspective on the whole language approach to reading instruction, based on her observations of Australian students. Examines the theoretical frameworks, the materials used for instruction, the time allotted for instruction, the role of the teacher, the lesson format, and student motivation. (PRA)

AN: EJ429706
AU: Shaw, Patricia A.
TI: A Selected Review of Research on Whole Language.
PY: 1991
JN: Journal of the Wisconsin State Reading Association; v35 n1 p3-17 Win 1991
NT: Themed Issue: Whole Language.
AB: Identifies quantitative research regarding whole language. Includes studies on preschool literacy, literature and basal reading, at-risk first grade children, whole language and traditional approaches to beginning reading, students' writing ability, whole language and older students, and implementation. Concludes that whole language may be more effective at different stages of reading development. (PRA)

AN: EJ404271
AU: Harste, Jerome C.
TI: The Future of Whole Language.
PY: 1989
JN: Elementary School Journal; v90 n2 p243-49 Nov 1989
AV: UMI
AB: Comments on the future of whole language, predicting that the movement will continue to expand with an increased understanding of the role that language plays in learning, a growing respect for alternate ways of knowing, and a renewed interest in curriculum. (BB)

AN: EJ404270
AU: Pearson, P. David
TI: Reading the Whole-Language Movement.
PY: 1989
JN: Elementary School Journal; v90 n2 p231-41 Nov 1989
AV: UMI
AB: Characterizes the whole language movement in terms of its philosophical, political, and curriculum assumptions and consequences. Also, praises the movement for the good it has done; points out problematic features of the movement; and evaluates the likely legacy of the movement.(BB)

AN: EJ404269
AU: McCaslin, Mary M.
TI: Whole Language: Theory, Instruction, and Future Implementation.
PY: 1989
JN: Elementary School Journal; v90 n2 p223-29 Nov 1989
AV: UMI

AB: Comments on three areas of general concern in the whole language movement: developmental theoretical underpinnings; "do's and dont's" of whole language instruction; and the future implementation of whole language teaching and learning. (BB)

AN: EJ404268
AU: Goodman, Kenneth S.
TI: Whole-Language Research: Foundations and Development.
PY: 1989
JN: Elementary School Journal; v90 n2 p207-21 Nov 1989
AV: UMI
AB: Summarizes key characteristics of whole language. Theoretical views of learners, teachers, language, and curriculum are explicated. The strong research base for whole language is considered. Potential research on whole language classrooms is discussed. (BB)

AN: EJ404262
AU: Goodman, Yetta M.
TI: Roots of the Whole-Language Movement.
PY: 1989
JN: Elementary School Journal; v90 n2 p113-27 Nov 1989
AV: UMI
AB: Gives a history of the whole language movement. Looks at the early use of the term "whole language." Explores influences from philosophy, psychology, linguistics, and education on development of whole language. Discusses influences from early educational movements in the U.S., England, and New Zealand. (Author/BB)

AN: EJ403665
AU: Aaron, Ira E.; And Others
TI: The Past, Present, and Future of Literacy Education: Comments from a Panel of Distinguished Educators, Part I.
PY: 1990
JN: Reading Teacher; v43 n4 p302-11 Jan 1990
AV: UMI
AB: Provides opinions of five eminent educators on a variety of issues in literacy education including phonics, emergent literacy, reading and writing relationships, whole language, and defining literacy. (MG)

AN: ED322474
AU: Watson, Dorothy J.
TI: Action, Reflection and Reflexivity: Thinking in the Whole Language Classroom.
PY: [1990]
NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Whole language has to do with beliefs about language and learners that lead to beliefs about curriculum and instructional procedures. The term emerged as a label for the way language is thought to be learned: as a cohesive organization of systems working together as one--as a whole. The term whole language also refers to the learner as being whole--as sound and healthy, rather than flawed and in need of fixing. Whole language means that learners and teachers are at the center of curricular gravity; all materials and resources are used only if they are appropriate, authentic, and lead to student reflection and reflexivity. Invitations originate from the authentic life of the classroom and are issued by teachers, students, by appropriate and compelling resources and materials, and even from the acts of reading and writing themselves. Invitations to action that can lead to reflection and reflexivity come from students' abilities, interests and needs, and such invitations have to do with: listening and telling stories; reading real literature; writing with real intent; discussing and sharing with others; and solving difficult problems. Reflection involves the personal and systematic exploration of possibilities.

Reflexivity involves independence, initiative, and creativity, and is characterized by restructure or extension of the present performance and the forging of new ideas or questions. When teachers serve as facilitators, give invitational demonstrations, and ask their students to do only those things that they are willing to do themselves, quality thinking and learning take place. (MG)

AN: ED317956
AU: Coley, Joan Develin
TI: The Good News and Bad News about Whole Language: A Personal Perspective.
PY: [1990]
NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: The biggest concern with whole language instruction lies in ignoring some of the obvious problems in implementation or denying that there could be any problems at all. Problems mentioned by Maryland reading supervisors involve: teacher competence; phonics/spelling/skills instruction; responses of whole language advocates when asked what direction educators should take for children who fail when using the whole language approaches; assessment; and teacher accountability. It is only because people are trying things that they make mistakes. It is not bad to make mistakes; it is only bad not to admit them or to examine their causes. If whole language fails, it will do so because either too many people will do it poorly or it will be done by the staunchest advocates who demand such rigidity that there is no room for the kind of flexibility which research and logic say are essential when educators talk about human learning. The good news about whole language methods includes the following points: (1) there is an insistence on authenticity of real texts and on engaging children in real life functional literacy tasks that matter to them; (2) book reading is up in areas where literature is stressed in the classroom; (3) there is an increasing awareness of the uses of reading and writing together in content instruction; (4) teachers are excited and show enthusiasm about their reading programs; and (5) the kids are excited and enjoy learning and reading in whole language classrooms. (MG)

AN: ED326847
AU: Weaver, Constance; And Others
TI: Understanding Whole Language: From Principles to Practice.
PY: 1990
AV: Heinemann Educational Books, Inc., 361 Hanover St., Portsmouth, NH 03801-3959 ($18.50).
NT: 309 p.
PR: Document Not Available from EDRS.
AB: Providing introduction to the whole language philosophy, this book aims to demonstrate that whole language is indeed good education. It outlines what kinds of research support whole language education, how a whole language philosophy may be carried out in practice, and how to go about implementing a whole language philosophy in a school or a school system. The book is designed for a broad audience of not only teachers and teacher educators but also curriculum supervisors and specialists, principals and superintendents, parents, and members of school boards. The chapters progress from defining whole language to fostering the development of whole language teachers and creating whole language classrooms and schools, from principles to practice. Chapter titles are: (1) What Whole Language Is, and Why Whole Language; (2) Defining and Redefining Literacy; (3) Impetus for Revision and Reform; (4) Developing Language and Literacy; (5) What Does the Research Say? Research in Support of Part-to-Whole; (6) What Does the Research Say? Research in Support of Whole-to-Part; (7) Developing Phonics Knowledge in Whole Language Classrooms; (8) Developing Comprehension and Thinking in Whole Language Classrooms; (9) Reconsidering Standardized Tests for Assessment and Accountability; (10) Reconceptualizing and Reclaiming Assessment and Accountability; and (11) From Understanding to Implementing a Whole Language Philosophy. (MG)

AN: EJ414301
AU: McGee, Lea M.; Lomax, Richard G.
TI: On Combining Apples and Oranges: A Response to Stahl and Miller.

PY: 1990
JN: Review of Educational Research; v60 n1 p133-40 Spr 1990
AV: UMI
NT: Critiques "Whole Language and Language Experience Approaches for Beginning Reading" by S. A. Stahl and P. D. Miller (1989) (see EJ 399815).
AB: In the research paper considered, Stahl and Miller compare the effectiveness of whole language/language experience programs versus basal reader approaches. The article is criticized for misrepresenting concepts related to emergent literacy and inadequately defining whole language, the lack of equivalence between the two nonbasal approaches, and problems with conclusions concerning decoding. (TJH)

AN: EJ414300
AU: Schickedanz, Judith A.
TI: The Jury Is Still Out on the Effects of Whole Language and Language Experience Approaches for Beginning Reading: A Critique of Stahl and Miller's Study.
PY: 1990
JN: Review of Educational Research; v60 n1 p127-31 Spr 1990
AV: UMI
NT: Critiques "Whole Language and Language Experience Approaches for Beginning Reading" by S. A. Stahl and P. D. Miller (1989) (see EJ 399815).
AB: In the research paper considered, Stahl and Miller compare the effectiveness of whole language/language experience programs versus basal reader approaches. The article is criticized for its lack of longitudinal data, alternative interpretations, and information concerning the broad goals of whole language approaches. (TJH)

AN: EJ414302
AU: Stahl, Steven A.
TI: Riding the Pendulum: A Rejoinder to Schickedanz and McGee and Lomax.
PY: 1990
JN: Review of Educational Research; v60 n1 p141-51 Spr 1990
AV: UMI
NT: Responds to "The Jury Is Still Out on the Effects of Whole Language and Language Experience Approaches for Beginning Reading: A Critique of Stahl and Miller's Study" by J. A. Schickedanz (see TM 515 270) and "On Combining Apples and Oranges: A Response to Stahl and Miller" by L. M. McGee and R. G. Lomax (see TM 515 271).
AB: The effectiveness of whole language/language experience programs versus basal reader approaches is considered. The politicization of whole language teaching and the use of the nonbasal approaches in kindergarten versus first grade are the focal themes. (TJH)

AN: EJ420021
AU: Chaney, Carolyn
TI: Evaluating the Whole Language Approach to Language Arts: The Pros and Cons.
PY: 1990
JN: Language, Speech, and Hearing Services in Schools; v21 n4 p244-49 Oct 1990
AV: UMI
AB: This paper defines the whole language approach and identifies its strengths and weaknesses. An integrated instructional approach is recommended, balancing meaning and exposure to literature with skills instruction and practice. (Author/JDD)

AN: EJ422236
AU: McKenna, Michael C.; And Others
TI: Whole Language: A Research Agenda for the Nineties.
PY: 1990
JN: Educational Researcher; v19 n8 p3-6 Nov 1990

AV: UMI
NT: For related documents, see EJ 515 624-625.
AB: Examines the current rift in perspective between whole language arts and traditional language arts instruction by analyzing the basis of each view in research and theory. Suggests research developments that might alleviate the present impasse. Describes the need for new hypotheses, a variety of designs, improved instrumentation, and collaborative investigations. (AF)

The Struggle for a Definition

AN: EJ404263
AU: Watson, Dorothy J.
TI: Defining and Describing Whole Language.
PY: 1989
JN: Elementary School Journal; v90 n2 p129-41 Nov 1989
AV: UMI
AB: Considers the need for a definition of "whole language" and difficulties involved with such a definition. Characteristic experiences in whole language learning communities are discussed. A case study is also provided. (Author/BB)

AN: EJ422237
AU: Edelsky, Carole
TI: Whose Agenda Is This Anyway? A Response to McKenna, Robinson, and Miller.
PY: 1990
JN: Educational Researcher; v19 n8 p7-11 Nov 1990
AV: UMI
NT: For related documents, see EJ 515 623 and EJ 515 625.
AB: Disputes the version of whole language presented by Michael McKenna et al. in the preceding article. Argues that whole language is an educational paradigm complete with theoretical, philosophical, and political assumptions and a congruent research agenda. Contends that "paradigm blindness" prevents critics from seeing the legitimacy of whole language-generated research. (AF)

AN: EJ432646
AU: Pryor, Elizabeth Gibbons
TI: Whole Language Rhetoric: Clarifying Misconceptions.
PY: 1990
JN: Ohio Reading Teacher; v25 n1 p15-22 Fall 1990
AV: UMI
AB: Explores four misconceptions about the whole-language approach and attempts to replace them by grounded realities associated with whole language. (MG)

AN: EJ417468
TI: Why Whole Language?
PY: 1990
JN: Instructor; v99 n9 p46-49 May 1990
AB: Several reading experts comment on the whole language approach to teaching reading and on the whole language debate. Topics include definitions of whole language, characteristics, justifications, shortcomings, and critiques. (IAH)

AN: EJ413063
AU: Newman, Judith M.; Church, Susan M.
TI: Myths of Whole Language (Commentary).

PY: 1990
JN: Reading Teacher; v44 n1 p20-26 Sep 1990
AV: UMI
AB: Looks closely at 19 myths about whole language teaching, learning, and assessment. Presents the myths not to criticize teachers but to help all teachers examine their pedagogical assumptions and to learn from the contradictions found. (MG)

AN: ED326843
AU: Stephens, Diane
TI: Toward an Understanding of Whole Language. Technical Report No. 524.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1991
NT: 46 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: This report discusses whole language, portraying it as a philosophy of education with three basic premises: (1) learning in school ought to incorporate what is known about learning outside of school; (2) teachers should base curricular decisions on what is known, they should possess and be driven by a vision of literacy, they should use observation to inform teaching, and they should reflect continuously; and (3) teachers as professionals are entitled to a political context that empowers them as informed decision makers. The report begins with a brief discussion of each of these premises and then surveys research that has been conducted on classrooms and practices that are consistent with a whole language philosophy. It goes on to provide annotations for 38 studies, 10 of which compare whole language with traditional instruction. (One table of data and 124 references are attached.) (Author/SR)

AN: ED315746
AU: Hillerich, Robert L.
TI: Whole Language: Looking for Balance among Dichotomies.
PY: 1990
NT: 20 p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (Denver, CO, January 31-February 2, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Like so many slogans, "Whole Language" is a dangerous term because its meaning varies with each educator. Whole Language is not a method of teaching, nor is it a program; it is a philosophy or viewpoint. Nine major characteristics of a Whole Language approach as culled from a variety of sources, with most agreed upon by a majority of authors, are: (1) fun in reading; (2) oral language as a bridge to print; (3) risk taking; (4) use of rich literature; (5) developmental versus preconceived sequence; (6) integrating the language arts; (7) reading whole texts versus excerpts; (8) meaningful use of language versus isolated drill; and (9) reading is a natural act. While bits and pieces of method associated with the philosophy have been supported by research, little research has been done on the total. Educators are obviously in a state of flux. Educators must make every effort to ensure that the effective elements are here to stay, especially: the encouragement to modify curriculum to fit kids instead of trying to fit kids into preconceived molds; the emphasis on children doing a lot more real reading and writing; and the practice of children doing both reading and writing as communicative acts rather than devoting the majority of time to skill exercises. If children are to become independent readers, the skills they do learn need to be used in real reading. Educators need to recognize that both skill and interest are essential. (Thirty-four references are attached.) (MG)

Whole Language versus Traditional Approaches: Comparative Analyses

AN: ED269720
AU: Ribowsky, Helene
TI: The Effects of a Code Emphasis Approach and a Whole Language Approach upon Emergent Literacy of Kindergarten Children.
PY: [1985]
NT: 28 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: A year-long, quasi-experimental study investigated the comparative effects of a whole language approach and a code emphasis approach upon the emergent literacy of 53 girls in two kindergarten classes in an all girls' parochial school in the Northeast. Subjects in the experimental class received instruction in Holdaway's Shared Book Experience Program, a whole language approach, while subjects in the comparison class received instruction in Lippincott's Beginning to Read, Write, and Listen Program, a code emphasis approach. Emergent literacy--the concepts about reading and writing resulting from a child's first encounters with printed material--was divided into three subsets: linguistic, orthographic, and grapho-phonemic literacy. Posttest results for each of these literacy sets indicated a significant treatment effect favoring the whole language group. The results corroborated Holdaway's research, which indicated a high level of success with the Shared Book Experiences in comparison with a code emphasis approach. The study showed a naturalistic learning model to be structured and viable within a school instructional environment that was informal, relaxed, and supportive. (HTH)

AN: ED309400
AU: Schafer, Virginia
TI: The Effects of Teaching a Whole Language Philosophy to Second Grade Students.
PY: 1989
NT: 122 p.; Specialist Research project, Mercer University. Small print and illustrations may not reproduce clearly.
PR: EDRS Price - MF01/PC05 Plus Postage.
AB: A study investigated differences in reading achievement of students taught with a whole language philosophy compared to students taught using a basal textbook. Subjects, 20 second grade students taught using a whole language philosophy and 17 second grade students in the same school using basal textbooks, were given pre- and posttests to determine their reading achievement. Pretests indicated no significant differences in reading achievement between the two groups, and posttests given four months later also indicated no differences in reading achievement. (Three tables of data are included; and 62 references, the pretest, sample lesson plans, and statistical computations are attached.) (RS)

AN: ED312041
AU: Kasten, Wendy C.; Clarke,-Barbara-K.
TI: Reading/Writing Readiness for Preschool and Kindergarten Children: A Whole Language Approach. FERC Research Project Report.
PY: [1989]
NT: 87 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
AB: This report details a year-long study of the emerging literacy of preschoolers and kindergarteners in two southwest Florida communities. Using a quasi-experimental design, investigation focused on two preschools and two kindergarten classes that implemented certain strategies associated with a whole language philosophy, including daily shared reading experiences and weekly opportunities to write freely. The classes and matched comparison groups were pretested and posttested with qualitative and quantitative measures, including the Goodman Book Handling Task, a story retelling inventory, the

Metropolitan Early School Inventory (ESI), and the Metropolitan Readiness Test. Findings indicated that the preschool experimental classes performed significantly better than comparison groups on the Goodman Book Handling task, the story retelling inventory, and on subtest C of the ESI. Kindergarten experimental classes performed better than their comparison groups on the Goodman Book Handling task, subtests B, C, E, and F of the Metropolitan ESI, and the Metropolitan Readiness Test. Experimental subjects not only knew more than their comparison peers on meaningful aspects of reading, but exhibited enthusiasm for books and stories, and were observed developing attitudes toward literacy that are not measurable. Over 35 references are cited. (Author/RH)

AN: ED313693
AU: Miller, J. Kenneth; Milligan, Jerry L.
TI: A Comparison of the Whole Language Approach with a Basal Reader Approach on the Decoding and Comprehending Ability of Beginning Readers.
PY: 1989
NT: 7 p.; Paper presented at the European Conference on Reading (6th, Berlin, West Germany, July 31-August 3, 1989).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A study examined whether children learn phonic decoding skills by reading without direct phonic instruction; compared the effects of a whole language first grade reading program with the effects of a traditional basal reading program; and determined whether there was a difference in decoding and comprehending abilities across levels of ability. Subjects, an experimental group of 33 low socioeconomic first grade students in two classrooms who completed the year-long program and a control group of 33 low socioeconomic students in two other elementary schools matched by sex and reading readiness, completed a Nonsense Word Test to assess decoding ability and a Deletion test to assess their ability to comprehend increasingly more difficult prose. The control group used the Scott Foresman Basal Series. Testing occurred upon completion of the school year. Comparison of the test results indicated that: (1) students in the whole language classrooms scored as well in decoding ability as those students who received direct phonics instruction; (2) as a group, students in the whole language classrooms scored higher on the Deletion Test than the control group (indicating greater comprehension of increasingly difficult prose); although (3) subjects scoring in the middle and lowest on a reading readiness test accounted for much of the difference in the overall difference in the mean scores on the Deletion Test. Findings suggest support for the whole language approach. (RS)

AN: ED324642
AU: Manning, Maryann; And Others
TI: Effects of a Whole Language and a Skill-Oriented Program on the Literacy Development of Inner City Primary Children.
PY: 1989
NT: 40 p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 8-10, 1989).
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: This study compared the effects of whole language practices with the effects of a skills-oriented program on the reading achievement of a group of children from an inner-city, low socioeconomic school from the time they entered kindergarten to the end of second grade. Subjects were 22 children, all of a minority race, randomly placed in one of the two groups. Assessments were made at the end of each school year of children's ideas about reading, their reading behaviors, and their reading achievements. Results showed that by the end of second grade, children in the whole language group were better readers than those in the skills-oriented group in all areas. (Fifteen tables of data are included, and 17 references are attached.) (SR)

AN: EJ331222
AU: Fox, Deborah
TI: ERIC/RCS: The Debate Goes On: Systematic Phonics vs. Whole Language.
PY: 1986

BEST COPY AVAILABLE

JN: Journal of Reading; v29 n7 p678-80 Apr 1986
AV: UMI
NT: Special Issue: Vocabulary.
AB: Draws on selected ERIC resources to suggest dominant features of two approaches to beginning reading: systematic phonics and whole language learning. (HOD)

AN: EJ408392
AU: Holland, Kathy W.; Hall, Lee Ellis
TI: Reading Achievement in the First Grade Classroom: A Comparison of Basal and Whole Language Approaches.
PY: 1989
JN: Reading Improvement; v26 n4 p323-29 Win 1989
AV: UMI
AB: Compares the effects of basal and whole language approaches on the reading achievement of first grade students. Finds no statistically significant differences in reading achievement between classes taught with a basal approach or with a whole language approach. (RS)

AN: EJ414234
AU: Reutzel, D. Ray; Cooter, Robert B.
TI: Whole Language: Comparative Effects on First-Grade Reading Achievement.
PY: 1990
JN: Journal of Educational Research; v83 n5 p252-57 May-Jun 1990
AV: UMI
AB: Results of this study supported the belief that whole language strategies and routines used in first grade classrooms will yield scores on traditional reading standardized achievement tests that are comparable or superior to those resulting from the use of basal reader programs. (Author/IAH)

AN: ED336745
AU: Manning, Maryann; And Others
TI: Writing Development of Inner City Primary Students: Comparative Effects of a Whole Language and a Skills-Oriented Program.
PY: 1990
NT: 37 p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, November 14-16, 1990).
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: A study compared the writing development and ideas about writing of students in a whole language program with students in a skills-oriented program from the time they entered kindergarten to the end of the second grade. Subjects were 22 inner city students who completed second grade out of an original kindergarten cohort of 50 minority students who had been randomly divided into a whole language group and a skills-oriented group. Subjects were interviewed regarding their views about writing at the end of each year, had their spelling ability assessed at the end of first and second grade, and had their writing assessed in a variety of ways throughout the 3-year period. Results indicated that students in the whole language group: (1) were better writers; (2) viewed themselves as writers of real texts and had confidence in themselves as writers; and (3) outperformed the skills-oriented students on measures of spelling achievement. Findings suggest that whole language should be considered as an alternative to skills-oriented instruction in inner city schools. (Fourteen tables of data are included; 14 references are attached.) (RS)

AN: EJ434193
AU: Bright, Robin
TI: Teacher as Researcher: Traditional and Whole Language Approaches.
PY: 1989
JN: Canadian Journal of English Language Arts; v12 n3 p48-55 1989
NT: Final edition.

AB: Describes an ethnographic study conducted in a grade four classroom during language arts instruction to discover patterns of a traditional approach, a whole-language approach, or a combination of the two. Compares and contrasts traditional and whole-language approaches according to specific dimensions: concept of learning, curriculum, pedagogy, teacher's role, evaluation, and research orientation. (MG)

AN: ED339027
AU: Burns Paterson, Abigail L.
TI: First and Third Graders' Concepts of Reading in Different Instructional Settings.
PY: 1991
NT: 88 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
AB: A study investigated whether students in whole language based and basal reader approaches would have different concepts of reading when asked to define reading. Subjects, 69 suburban New Jersey first and third graders and 16 New Zealand first graders, were asked 3 questions: "What is reading?"; "What do you do when you read?"; and "If someone did not know how to read, what would you tell her she needs to learn?" The responses of the first graders were tape-recorded, while the third graders wrote their answers. For each question, responses were placed in one of four categories: vague, educational, decoding, or meaning-centered. Results indicated that whole language students gave less vague responses than did those students in basal reader groups. Results further indicated that although many students saw reading as a catalyst for learning and gave "educational" responses, basal reader students were more apt to view reading as solely a school activity, while whole language students saw reading as an integral part of their lives. Results also showed that although instructional setting accounted for a few differences, young children think of reading mainly as decoding, and do not see it as a meaning-getting, communicative process. (Five tables of data are included, and 49 references are attached.) (Author/PRA)

AN: ED340004
AU: Stice, Carol F.; And Others
TI: Literacy Development in Two Contrasting Classrooms: Building Models of Practice toward a Theory of Practice.
CS: Tennessee State Univ., Nashville. Center of Excellence: Basic Skills.
PY: 1991
NT: 241 p.; For a related document, see ED 324 636. Samples of children's writing and figures may not reproduce well due to filled or broken type/handwriting.
PR: EDRS Price - MF01/PC10 Plus Postage.
AB: A 1-year naturalistic study examined the differences and similarities in the literacy experiences of second grade at-risk children in 2 different types of classrooms: 1 traditional and 1 whole language classroom. The purpose was to develop models of the 2 contrasted classrooms. The study sought to shed light on the probable causes accounting for the differential literacy development taking place through comparing and contrasting the activities of the 44 inner-city children and 2 teachers participating in the study. Results indicated that the whole-language philosophy created a classroom where children were encouraged to think, make choices, problem solve, and collaborate on learning in ways that are very different from a traditional classroom. Results further indicated that the whole language teacher spent more time actually teaching during the reading/language arts block than did the traditional teacher. Results also showed that children's "off-task" behavior usually had a literate basis in the traditional classroom. (Fifteen figures are included; 160 references and 3 appendixes containing samples of children's writing are attached.) (PRA)

AN: ED327840
AU: Phillips, Laura A.
TI: "Weaving a Web" of Literacy: A One-Year Evaluation of the Implementation of a Literature-Based Whole Language Approach.
PY: 1990

NT: 17 p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A study investigated the effectiveness of a program to improve the reading/vocabulary skills of an ability-grouped fifth grade class of "low achievers" (N=15) through the implementation of a literature-based whole language approach. Students were read aloud to from quality children's literature. From these books, spelling and vocabulary lists were developed and administered 30 minutes a day, 4 days a week during the scheduled classroom reading period. By means of a thematic web, additional skills and subject matter were interwoven so as to provide students with a less fragmented curriculum. The Iowa Tests of Basic Skills were administered in the spring prior to the program and again in the spring of the following year. Results indicated gains of: (1) one year and four months in vocabulary; (2) one year and five months in reading; and (3) seven months in spelling. While the positive statistical findings related to the project were encouraging, the classroom teacher was much more excited by the day-to-day response from the students. For the first time, this group of "low achievers" became aware of the function of print, the nature of written language, and the structure of narrative text. They began to value books, independently selected books appropriate for their reading level, and were eager to share books with each other and the teacher. (Two figures representing literature webs, four tables of data, and one graph are attached.) (RS)

AN: EJ422238
AU: McKenna, Michael C.; And Others
TI: Whole Language and the Need for Open Inquiry: A Rejoinder to Edelsky.
PY: 1990
JN: Educational Researcher; v19 n8 p12-13 Nov 1990
AV: UMI
NT: For related documents, see EJ 515 623-624.
AB: Replies to Carole Edelsky's response to the authors' article on the schism between proponents of whole language and traditional language arts instruction. Defends the questions posed by the authors' research agenda, and suggests that diverse research methodologies can be employed in tandem to address them. Calls for collaboration among researchers. (AF)

AN: ED333342
AU: Snow, Mary B.; And Others
TI: Assessing a Whole Language Program: A Five-Year Study.
PY: 1989
NT: 24 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A longitudinal study evaluated the Cambridge Lesley literacy Project as implemented in the Longfellow School in Cambridge, Massachusetts. Five years of data on the progress of all children from kindergarten through third grade in both the Spanish bilingual program and the standard program were gathered during twice-weekly visits to the "literacy center." Three instruments were used to gather the data: "Concepts about Print," "Language Development Reading Test," and "Visual Cue Writing Sample." Two brief profiles of very different learners demonstrated that the important element in documenting students' progress that they learn to read and write and how they learn to read and write, not when and in comparison to whom. Results, reported for only one cohort over a five-year period, indicated that: (1) given a generally supportive, developmental learning environment, children become competent readers by grade five or six, reading at levels appropriate to their ages; and (2) individual students' progress toward competence is dramatically uneven. (Five tables of data are attached.) (RS)

AN: EJ428268
AU: Eldredge, Lloyd
TI: An Experiment with a Modified Whole Language Approach in First-Grade Classrooms.
PY: 1991

JN: Reading Research and Instruction; v30 n3 p21-38 Spr 1991
AV: UMI
AB: Compares results of a modified whole language approach (incorporating daily 15-minute total class phonics instruction) with those obtained from a popular basal approach. Finds that students in the whole language classes made greater gains in phonics, vocabulary, reading comprehension, and total reading achievement than students in the basal program. (RS)

AN: ED339012
AU: Richardson, Marcia; And Others
TI: Evaluation of Whole Language and Traditional Language Arts Instruction Using a Cloze-Procedure Test for Reading Comprehension.
PY: 1991
NT: 22 p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 3-5, 1991).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A study investigated whether there was a relation between methods of language arts instruction and reading comprehension as measured by the Cloze-procedure. Subjects, 88 third-grade students in 4 classes (2 "traditional" and 2 "whole language") at 2 elementary schools in South Dakota, had their reading comprehension tested 6 months into the school year using a 35-item Cloze procedure. The two traditional teachers and the two self-taught whole-language teachers had identified themselves on a self-report measure of teaching strategies. Data from the comprehension test were analyzed using a t-test. Results indicated no significant difference between the reading comprehension of students instructed using traditional (basal reading) and whole language methods of instruction. (The teacher survey instrument, the checklist of classroom items normally found in a whole language environment, a sample Cloze-procedure passage, a sample of verbatim and acceptable answers, and a table of data are included.) (RS)

AN: ED341981
AU: Roberts, Robbie B.
TI: Writing Abilities of First Graders: Whole Language and Skills-Based Classrooms.
PY: 1991
NT: 22 p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A study compared the writing abilities of children in a whole language classroom with those of children involved in a skills-based classroom. Subjects, 37 African-American students in two heterogeneous first-grade classrooms in a low socio-economic area school in the inner-city of a large Alabama city, completed a reading/writing assessment (a sample of the Stanford Achievement Writing Test for second-grade students) after 7 months of instruction. One group of subjects consisted of 19 students who had been instructed using a whole language curriculum; the other group consisted of 18 participants who had been instructed using a traditional curriculum emphasizing skill mastery. Writing samples were analyzed according to content and the ability to express thought. Total words and t-units (number of thoughts) were also compared between the groups. Results indicated that, on all tools of assessment, the whole language group scored significantly higher than the skill-oriented group. (Five tables of data are included; 18 references are attached.) (RS)

AN: ED344185
AU: Engel, Brenda S.
TI: Longfellow School Literacy Project: A Five-Year Study of Outcomes from a Whole Language Program in the Primary Grades.
CS: Lesley Coll., Cambridge, Mass.
PY: 1991
NT: 183 p.; Some forms may not reproduce well due to broken print.
PR: EDRS Price - MF01/PC08 Plus Postage.

AB: A two-part study evaluated the effectiveness of Longfellow School's primary-grade whole-language literacy project. Part 1 of the study began in the academic year 1984-85 with children in standard English and bilingual classes in grade K-3. Over a 5-year period, a total of 1,021 individual assessments were carried out on 336 students. Data consisted of samples of students' work, classroom observations, and teacher interviews. Part 2 of the study collected additional follow-up data on two cohorts, conducted 13 child studies, analyzed summary data, described the context of learning at the school, and critiqued the instruments used. Results from both parts indicated that: (1) all children in standard classes remaining in the program learned to read and write competently by the time they were in the upper elementary grades; (2) children learned in uneven increments, not according to grade level expectations; (3) children in bilingual classes began school with less knowledge of the conventions of print than those in standard classes but made equivalent gains between kindergarten and first grade; (4) sources of literacy learning varied; (5) questions of morale and self-respect were central to learning; (6) teachers represented a continuum of beliefs and practices; (7) children were exposed to literature on a daily basis; and (8) all teachers changed their beliefs and practices to some extent. (Numerous unnumbered charts, graphs, and tables of data are included; a history of the project, further information about the instruments, and copies of texts used for the oral reading samples are attached.) (RS)

AN: ED319016
AU: Gutknecht, Bruce
TI: All the King's Horses and Men, Basic Skills, and Whole Language.
PY: 1990
NT: 15 p.; Paper presented at the Curriculum Assistance Conference of the ECIA Chapter 1 Basic and Migrant Programs (Tampa, FL, March 1, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Like Humpty Dumpty after the fall from the wall, language does not work effectively when it is not whole. For many students, the reading problems they begin to experience in the third or fourth grade are caused by the basic skills manner in which beginning reading is taught. Recognizing the limitations of basic skills instruction and the genre of reading instructional materials which focus on a skills acquisition model of the reading process, school systems across the nation are implementing a shift in both instruction and materials to what is known as a literature-based, whole language approach. New directions for reading and writing instruction will enable students to meet the challenge of higher literacy expectations. Six suggestions provide teachers with a place to start as they move into whole language instruction: (1) provide only meaningful experiences for the language learner; (2) provide situations in which children read to learn as they learn to read; (3) provide a language learning setting that acknowledges the uniqueness of each individual learner; (4) provide experiences which guide, support, monitor, encourage, and facilitate learning; (5) provide opportunities for expression (writing) and comprehension (reading) through the idea of authors as readers; and (6) based on an understanding of whole language learning, speak to those who do not understand. Literature-based, whole language reading instruction must begin with the understanding and acceptance of the purpose of reading. Reading instruction must be implemented in the context of the other language/communication processes--spelling, listening, and writing. (MG)

AN: ED319017
AU: Gutknecht, Bruce
TI: From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here?
PY: 1989
NT: 14 p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (36th, San Antonio, TX, November 2-4, 1989).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Reading instruction based on the acquisition of basic skills has produced a basic level of literacy in children, but such minimal levels of literacy are no longer sufficient for students required to deal effectively with complicated literary and informational material encountered in upper elementary, middle, and high school texts. Research in the cognitive processes of readers has produced models of

the reading process that show reading as a search for meaning in which the readers bring their experiential background and their language systems to their understanding of the author's message. Recognizing the limitations of basic skills instruction, school systems across the nation are implementing a shift in both instruction and materials to the whole language approach. In short, whole language reading instruction begins in the mind of the reader, not with the letters on the page. Using a "top-down" or transactive/interactive approach, teachers should use meaningful, predictable stories and ask literal and interpretive level questions, involving children in comprehension strategies. Reading should not be taught as a fragmented series of subskills, because real language does not exist in isolated bits and pieces. (RS)

AN: ED319018
AU: Huggins, Laura J.; Roos, Marie C.
TI: The Shared Book Experience: An Alternative to the Basal Reading Approach.
PY: [1990]
NT: 19 p.; Some lines of text may not be completely legible.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: There is considerable research evidence to suggest that (1) literature has a positive effect both on reading achievement and attitude toward reading; and (2) the use of a literature-based program is an effective alternative to the traditional basal reading approach. The majority of studies concluded that the literature-based approach produced higher reading achievement and fostered more positive attitudes toward reading than the basal-reading method. Children of all ability levels, given the opportunity to experience reading as a visual and thought process, take a more active role in their own learning. Students not only learn to read, they also develop a love for reading and become life-long readers through the process of using a literature-based approach. Research evidence also supports the use of a shared book experience. Most teachers are required to use a basal reading series. One literature-based, whole language-oriented basal series is "Impressions." "The Story Box in the Classroom" is a kit which provides numerous strategies for shared reading. In literature-based programs, the secret of success is creating the right learning environment, one in which a natural intimacy between teacher and children develops and one in which reading is pleasurable and meaningful. (Twenty-six references are attached.) (MG)

AN: ED332161
AU: Mallak, Joan E.
TI: A Comparison of the Whole Language Philosophy of Instruction with the Basal Reading Program. Grades K-2.
PY: 1991
NT: 59 p.; M.Ed. Final Project, Grand Valley State University.
PR: EDRS Price - MF01/PC03 Plus Postage.
AB: A study critically reviews the practices and purposes of the new basal reading series and the whole language philosophy. The study explores the possibility of a comprehensive adoption of either program or a combination of both. Results of the review indicate the desirability of using the whole language philosophy and creating a classroom that is real, natural, and functional. Recommendations focus on the importance of the teacher's incorporating the necessary skills and sound/symbols within the literature lesson. (Thirty-six references, curricular objectives, and examples of letters from schools to parents are attached.) (Author/RS)

AN: EJ424276
AU: Klesius, Janell P.; And Others
TI: A Whole Language and Traditional Instruction Comparison: Overall Effectiveness and Development of the Alphabetic Principle.
PY: 1991
JN: Reading Research and Instruction; v30 n2 p47-61 Win 1991
AV: UMI
AB: Examines the differences in the effectiveness of whole language and traditional instruction in

end-of-the-year reading, writing, and spelling achievement for children with varying levels of incoming phonemic awareness, reading, and writing ability. Finds that neither program was more likely to close gaps between children high or low in these incoming abilities. (MG)

The Whole Language Approach Applied

AN: EJ418090
AU: Lamme, Linda Leonard
TI: Exploring the World of Music through Picture Books.
PY: 1990
JN: Reading Teacher; v44 n4 p294-300 Dec 1990
AV: UMI
AB: Describes how children's picture books with musical themes explore the world of music and how the use of these books can enrich a whole language curriculum. Shares how picture books with musical themes can be integrated into various curriculum plans. (MG)

AN: EJ403679
AU: Melvin, Mary P.
TI: Boxes, Bottles, Bags, and Brochures (In the Classroom).
PY: 1990
JN: Reading Teacher; v43 n4 p351-52 Jan 1990
AV: UMI
AB: Uses boxes, bottles, bags, brochures, and other print materials to create more interesting and more effective whole language lessons. (MG)

AN: EJ441942
AU: Pace, Glennellen
TI: Stories of Teacher-Initiated Change from Traditional to Whole-Language Literacy Instruction.
PY: 1992
JN: Elementary School Journal; v92 n4 p461-76 Mar 1992
AV: UMI
AB: Through the stories of nine teacher-innovators, factors that promote or impede grassroots change efforts in elementary school are examined, especially in terms of teachers' attempts to shift from traditional textbook, teacher-centered language and literacy curriculum to a learner-centered, whole-language approach. Identified three major sources of tension. (Author/BB)

AN: EJ433794
AU: Schulz, Elizabeth
TI: Nourishing a Desire to Learn.
PY: 1991
JN: Teacher Magazine; v2 n9 p30-34 Aug 1991
AB: Describes the experiences of first grade teachers who use the whole-language approach to teaching and learning. Learning involves students participating in activities they find meaningful and sharing knowledge with their peers. Students must exercise initiative in learning, and they are responsible for making choices. (SM)

AN: EJ426220
AU: Mills, Heidi; Clyde, Jean Anne
TI: Children's Success as Readers and Writers: It's the Teacher's Beliefs That Make the Difference.
PY: 1991
JN: Young Children; v46 n2 p54-59 Jan 1991
AV: UMI

AB: Discusses the effects of teachers' beliefs and practices on teachers' perceptions of students' abilities and potential for success. Uses the example of a child referred from a traditional kindergarten, where he did poorly, to a whole language child development center, where he excelled. Urges teachers to examine the impact of their beliefs on their practices. (GH)

AN: EJ425350
AU: Sumara, Dennis; Walker, Laurie
TI: The Teacher's Role in Whole Language.
PY: 1991
JN: Language Arts; v68 n4 p276-85 Apr 1991
AV: UMI
NT: Themed Issue: Roles of the Language Arts Teacher.
AB: Searches for some precision in the discourse of whole language with respect to the role of the teacher as expressed in words such as empowerment, control, predictability, and authenticity. Observes and interprets the practice of two successful whole language teachers to refine understandings of these concepts as they are enacted in classrooms. (MG)

AN: ED324665
AU: Sanacore, Joseph
TI: Administrative Guidelines for Supporting the Whole Language Philosophy.
PY: [1990]
NT: 28 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: Administrators should realize that whole language is a multidimensional belief system, that everyone involved in its implementation must become a learner, and that this process requires risk taking in a supportive environment. Principals can provide such support by working cooperatively with teachers during every phase of implementation. The following guidelines are suggestions that can be added to individuals' repertoires and used when needed: (1) form study groups for the purpose of sharing information; (2) develop a firm belief in emerging literacy; (3) treat independent reading as an important activity rather than as a frill; (4) encourage the teaching of vocabulary through reading immersion; (5) support teachers' demonstration activities that reinforce the role of context for expanding word knowledge; and (6) focus on informal evaluation that is well-matched with instruction. These guidelines are only a sampling of the many ways in which educational leaders and teachers can take risks while they promote worthwhile strategies and activities for children. (Eighty-five references are attached.) (RS)

AN: EJ403676
AU: Toliver, Marilyn
TI: Try It, You'll Like It: Whole Language (In the Classroom).
PY: 1990
JN: Reading Teacher; v43 n4 p348-49 Jan 1990
AV: UMI
AB: Offers suggestions to incorporate holistic reading and writing activities into existing curricula and classroom structure to create a print-rich environment in which children use reading and writing in meaningful ways. (MG)

AN: EJ442752
AU: Cothern, Nancy B.
TI: Whole Language Theory-Based Instruction in the Basal Environment: Yes, You Can Do Both!
PY: 1992
JN: Ohio Reading Teacher; v26 n3 p9-13 Spr 1992
AV: UMI
AB: Suggests ways in which teachers may plan and incorporate effectively whole-language theory into existing programs in which basal materials are established and accepted. (RS)

AN: ED344240
TI: Children's Own Stories: A Literature-Based Language Arts Program, Grades K-4.
CS: Zellerbach Family Fund, San Francisco, Calif.
PY: 1990
AV: San Francisco Study Center, P.O. Box 5646, San Francisco, CA 94101 (orientation and training video available).
NT: 119 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: Meant to be adapted by the K-4 classroom teacher to best meet the needs of students, this book describes Children's Own Stories, a program in which young children dictate their ideas and thoughts to adults, and develop a sense of community with their peers as they talk together, share their stories, collaborate on stories, and read and enjoy works of literature. The book presents detailed descriptions of the four principles that structure the Children's Own Stories program and suggestions for putting these principles into practice. The first section of the book describes the course content (discussing the four principles, what happens in the classroom, and benefits to the students), and includes a program timeline. The remaining four sections describe in detail the principles of the program: (1) Learning by telling: the dictation process; (2) Learning by collaborating: the group story; (3) Learning by sharing: sharing the writings; and (4) The link to literature. A list of 13 suggested readings and 36 brief biographical sketches of authors are attached. (RS)

AN: EJ440398
AU: Hanlin, Jayne Ilene
TI: Give the Classics a Front-Row Seat.
PY: 1992
JN: Learning; v20 n5 p54-57 Jan 1992
AV: UMI
AB: A fifth grade teacher describes how by reading classic literature aloud to her students each day, she helped them along the road to literature-based learning. She discusses the advantages of the whole-language approach. (SM)

AN: EJ439182
AU: McCoy, Linda Jones; Hammett, Victoria
TI: Predictable Books in a Middle School Class Writing Program.
PY: 1992
JN: Reading Horizons; v32 n3 p230-34 Feb 1992
AV: UMI
AB: Describes whole-language activities (including using predictable books and rewriting of literary and poetic patterns) used for teaching reading and writing in a Kansas middle school. (PRA)

AN: EJ437440
AU: Jordan, Cynthia; Smith, Lana J.
TI: Planning for Whole Language across the Curriculum (In the Classroom).
PY: 1992
JN: Reading Teacher; v45 n6 p476-77 Feb 1992
AV: UMI
AB: Provides a sample whole language matrix that systematically organizes the multitude of activities and strategies of an integrated curriculum. Discusses how this matrix may be helpful for teacher planning and documentation for administrators and parents. (MG)

AN: EJ437420
AU: Grindler, Martha; Stratton, Beverly
TI: The Reading/Writing Connection in Whole Language.
PY: 1991
JN: Ohio Reading Teacher; v26 n1 p11-14 Fall 1991

AV: UMI
AB: Discusses the part reading and writing play in the whole language approach. Offers 11 recommendations to help teachers provide a functional approach to language development. (MG)

AN: EJ436814
AU: Spann, Mary-Beth; And Others
TI: Whole K Catalog.
PY: 1991
JN: Instructor; v101 n3 p48,50 Oct 1991
AB: Several elementary teachers present school-tested ideas for student assessment and activities for teaching writing. The article describes how one school conducted student assessment using a new checklist system and portfolios. Information is presented on schools that integrated literature, art, life skills, math, and role playing to teach writing. (SM)

AN: EJ435525
AU: Ross, Elinor Parry
TI: Moving toward a Whole Language College Classroom.
PY: 19S2
JN: Journal of Reading; v35 n4 p276-81 Dec-Jan 1991-92
AV: UMI
AB: Describes changes made in the teaching of a college preservice education course in children's literature and reading methods that reflect principles of the whole-language approach. Discusses integration of curriculum, social context, classroom environment, evaluation, writing, purposeful learning, and opportunities to choose. (SR)

AN: ED339993
AU: Laughlin, Mildred-Knight; Swisher, Claudia-Lisman
TI: Literature-Based Reading: Children's Books and Activities To Enrich the K-5 Curriculum.
PY: 1990
AV: Customer Service, Oryx Press, 4041 N. Central Ave., Suite 700, Phoenix, AZ 85012-3395 ($29.95).
NT: 165 p.
PR: Document Not Available from EDRS.
AB: This book helps teachers and media directors to use children's literature to enrich elementary reading programs and to pursue sound educational objectives as they share the books and stories. It provides activities designed to expand and enrich the opportunities for children to become literate. It is a tool which addresses the need for children to read widely in order to practice their literacy and begin to form ideas and judgments. The book contains three chapters by level: (1) kindergarten, transitional, and first grade activities; (2) second and third grade activities; and (3) fourth and fifth grade activities. Each chapter presents several units on topics including: visual literacy, predicting, patterns in literature, sequencing, characterization, plot line, vocabulary, discovering and using information books, exploring poetry, analyzing contemporary realistic fiction, learning from biographies and autobiographies, enjoying modern fantasy, and introducing classics. Each unit presents student objectives, gives an annotated list of recommended books for use with that unit, details a group introductory activity, and outlines numerous follow-up activities related to the recommended reading. Appendixes include a glossary and a list of 13 sources for reading and children's literature theory and techniques. (PRA)

AN: ED339044
AU: Smith, Carl B., Ed.
TI: Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Phi Delta Kappa, Bloomington, Ind.

PY: 1991
AV: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($21.95 plus $3.00 postage/handling).
NT: 315 p.
PR: EDRS Price - MF01/PC13 Plus Postage.
AB: This book presents the complete proceedings (written presentations as well as transcriptions of oral presentations and group discussions) of a national symposium on alternative assessment in the language arts. Oral presentation titles are: "Current Issues in Alternative Assessment" (Roger Farr); "Whole Language and Evaluation: Some Grounded Needs, Wants, and Desires" (Jerome Harste); "State Policy and Authentic Writing Assessment" (Diane S. Bloom); and "Alternative Assessment in Columbus, Ohio: What We're Doing Now (Not Much); What We're Going To Be Doing (A Lot More)" (Bert Wiser and Sharon Dorsey). Written presentation titles are: "Alternative Assessment in Language Arts" (Roger Farr and Kaye Lowe); "Assessing Whole Language: Issues and Concerns" (William P. Bintz and Jerome C. Harste); "State Policy and 'Authentic' Writing Assessment" (Diane S. Bloom); and "Alternative Assessment in Reading and Writing: What We're Doing and What We'd Like To Do in Columbus Public Schools" (Bert Wiser and Sharon Dorsey). Group session titles are "What Are the Implications for Instructional Materials in Alternative Assessment?"; "What Are the Connections between the Theory and Politics of Alternative Assessment?"; "What Are the Theoretical Issues Involved in Alternative Assessment? What Are the Practical Issues Involved? How Can These Issues Be Addressed Together?"; "What Are the Implications for Curriculum Planning When Implementing Alternative Assessment?"; and "How Do Societal Concerns Influence the Development of Alternative Assessment?" The book also includes transcriptions of the comments by six representatives of educational publishers concerning the future of assessment; and, from the concluding session, "Setting the Future Agenda" (Carl B. Smith); and "Apres Symposium: Thoughts on What Happened and Next Steps" (Marilyn R. Binkley). Four appendixes entitled: "Portfolio Assessment: A Survey among Professionals" (Jerry L. Johns and Peggy VanLeirsburg); "Literacy Portfolios: A Primer" (Jerry L. Johns); "How Professionals View Portfolio Assessment" (Jerry L. Johns and Peggy VanLeirsburg); and "Research and Progress in Informal Reading Inventories: An Annotated Bibliography" are attached. (RS)

AN: EJ434194
AU: Halpern, Honey
TI: Ideas for Collaborative Work in Whole Language Classrooms.
PY: 1989
JN: Canadian Journal of English Language Arts; v12 n3 p56-60 1989
NT: Final edition.
AB: Discusses collaboration between teachers and students and among students. Presents classroom strategies that use the principles of collaboration in the whole-language class. (MG)

AN: EJ432604
AU: Winners, Diane; Cassady, Judith K.
TI: Teaching Reading and Writing in a Whole Language Atmosphere: The Teacher's Role.
PY: 1990
JN: Ohio Reading Teacher; v24 n4 p14-17 Sum 1990
AV: UMI
AB: Discusses the whole-language teacher's role in the development of children's writing and creating a positive writing environment in the classroom. (MG)

AN: EJ432485
AU: Moss, Barbara
TI: Ten Tips for First-Time Whole Language Users.
PY: 1990
JN: Ohio Reading Teacher; v24 n3 p38-42 Spr 1990
AV: UMI

AB: Provides 10 tips based on research, observations, experiences, and comments from practitioners which will help teachers get through the first year of implementing a whole language approach. Offers a 15-item list of resource companies and their addresses that might assist teachers and educators who wish to investigate this area further. (MG)

AN: EJ432425
AU: Haese, Kari K.
TI: Putting Whole Language, Literature-Based Reading into Practice.
PY: 1991
JN: Journal of the Wisconsin State Reading Association; v35 n2 p17-21 Spr 1991
NT: Themed Issue: Strategic Learning and Reading.
AB: Presents three patterns of literature-based reading instruction and illustrates their role in the moving from a traditional reading program toward a whole language, literature-based reading program. (MG)

AN: EJ431098
AU: Pils, Linda J.
TI: Soon Anofe You Tout Me: Evaluation in a First-Grade Whole Language Classroom.
PY: 1991
JN: Reading Teacher; v45 n1 p46-50 Sep 1991
AV: UMI
AB: Presents a variety of literacy evaluation strategies devised and implemented by a teacher who is making the transition to whole language. (MG)

AN: EJ431087
AU: Midvidy, Nancy
TI: Teaching beyond the Basal Program.
PY: 1990
JN: Reading: Exploration and Discovery; v13 n1 p19-26 Fall 1990
AB: Provides examples of how holistic procedures can be implemented by teachers who want to supplement the required basal. Demonstrates how students' reading ability, language acquisition, and communication skills can be strengthened as teachers activate prior knowledge, provide language-rich environments, consider reading/writing connections, and focus on thinking. (MG)

AN: EJ431086
AU: Richards, Janet C.; Gipe, Joan P.
TI: Whole Language Teaching and Mandated District Objectives Are Compatible.
PY: 1990
JN: Reading: Exploration and Discovery; v13 n1 p8-18 Fall 1990
AB: Demonstrates how a real first grade teacher in a real classroom covers district objectives for reading and language arts within the context of a whole language philosophy. Illustrates how the teacher recognizes the needs of the students and encourages them to participate in making decisions about what activities are included in the unit. (MG)

AN: EJ431072
AU: McIntyre, Ellen; Davis, Marianne
TI: Reading Interactions in a First-Grade Whole Language Classroom.
PY: 1991
JN: Contemporary-Issues-in-Reading; v6 n2 p75-82 Spr 1991
AB: Relates a teacher's observations of first graders in a whole language classroom enabling each other to read. Suggests reading techniques which foster this collaborative learning. (PRA)

AN: ED336728
AU: Morton, Johnnye L.

TI: What Teachers Want To Know about Portfolio Assessment.
PY: [1991]
NT: 8 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Based on questions asked by teachers in classes, workshops, and conference sessions, this paper provides brief answers to eight of the most frequently asked questions about portfolio assessment. The questions answered in the paper are: (1) What is a portfolio?; (2) What should be put in the portfolio?; (3) How much should be put in the portfolio?; (4) How do I find time for portfolios?; (5) Are checklists available?; (6) How can I give letter grades if I use portfolio assessment?; (7) How do I start a portfolio?; and (8) How can I communicate to parents and administrators? The paper concludes by stating that portfolio assessment is an evolving concept and that teachers must continue to experiment, talk to other teachers who use portfolios, and read professional journals in a continuing effort to develop meaningful, acceptable literacy assessment. (RS)

AN: EJ428332
AU: Heller, Mary F.
TI: The Promise of Whole Language Instruction.
PY: 1991
JN: Kansas Journal of Reading; v7 p41-48 Spr 1991
AB: Contains a vignette of a second grade classroom in which a whole language approach is used to teach reading and writing. Defines and describes whole language theory, practice, and goals. Offers guidelines to facilitate the process of changing from the basal to the holistic approach. (PRA)

AN: ED329893
AU: Schwartz, Susan; Pollishuke, Mindy
TI: Creating the Child-Centred Classroom.
PY: 1991
AV: Richard C. Owen Publishers, Inc., P.O. Box 585, Katonah, NY 10536 ($19.95).
NT: 100 p.
PR: Document Not Available from EDRS.
AB: This book provides practical implementation strategies for, and a clear outline of, the theory behind the child-centered classroom, a theory which involves an understanding of the concepts of whole language and active learning. It is hoped that teachers will use the ideas in the book to build their own beliefs and understandings, and to develop their own philosophy regarding the child-centred classroom. The practical classroom strategies that are suggested provide a base from which to begin, a springboard from which to experiment, to modify and to adapt to fit teachers' and students' individual needs and strengths. Although there are many references to planning and implementation in all curriculum areas, the book is not intended to form a comprehensive guide for all subjects; rather, the book recommends activities as a sampling of possibilities that teachers might find helpful. The eight chapter titles include: (1) Whole Language and Active Learning: A Philosophical Model; (2) The Physical Set-Up of the Classroom; (3) Timetabling; (4) Classroom Atmosphere; (5) Whole Language; (6) An Integrated Child-Centred Curriculum; (7) Learning Centres; and (8) Record Keeping, Student Evaluation and Parental Involvement. Blackline masters are provided for student, teacher, and parent use. A list of favorite children's books is appended. (MG)

AN: ED329230
AU: Willing, Kathlene R., Ed.; Girard, Suzanne B., Ed.
TI: Learning Together: Computer-Integrated Classrooms.
PY: 1990
AV: Pembroke Publishers, Ltd., 528 Hood Rd., Markham, Ontario, Canada L3R 3K9.
NT: 109 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This guide for using computers in the whole language classroom provides teachers with practical ideas for the use of computers to promote group interaction and cooperative learning, including: (1)

software webs to assist theme development; (2) pre-computer activities to motivate students; (3) computer activities to develop software competence; (4) post-computer activities to reinforce learning; (5) matrices and checklists to use as evaluation tools; and (6) suggestions for initiating school projects and community events. Planned for teachers at the elementary level, grades one through eight, the guide is divided into 11 chapters: (1) Cooperative Learning with Computers; (2) Equipment and Materials; (3) Human Factors; (4) Using Software Across the Curriculum; (5) Using Theme-Related Software; (6) Integrating Computers with Whole Language; (7) Graphics/Text Software and Whole Language; (8) Word Processing Software and Whole Language; (9) Simulation Software and Whole Language; (10) Classroom Activities; and (11) Beyond the Classroom. A glossary, a list of software, a list of software publishers, and an index conclude the guide. (12 references) (DB)

AN: EJ426384
AU: Freeman, David E.; Freeman, Yvonne S.
TI: "Doing" Social Studies: Whole Language Lessons to Promote Social Action.
PY: 1991
JN: Social Education; v55 n1 p29-32,66 Jan 1991
AV: UMI
AB: Presents a whole language model for teaching social studies that is helpful to students learning English-as-a-Second-Language. Outlines whole-language principles, and provides a lesson plan that incorporates these principles. Points out that such principles draw upon student experiences. (NL)

AN: EJ425350
AU: Sumara, Dennis; Walker, Laurie
TI: The Teacher's Role in Whole Language.
PY: 1991
JN: Language Arts; v68 n4 p276-85 Apr 1991
AV: UMI
NT: Themed Issue: Roles of the Language Arts Teacher.
AB: Searches for some precision in the discourse of whole language with respect to the role of the teacher as expressed in words such as empowerment, control, predictability, and authenticity. Observes and interprets the practice of two successful whole language teachers to refine understandings of these concepts as they are enacted in classrooms. (MG)

AN: EJ423521
AU: Fields, Marjorie V.; Hillstead, Deborah V.
TI: Whole Language in the Play Store.
PY: 1990
JN: Childhood Education; v67 n2 p73-76 Win 1990
AV: UMI
AB: The concept of whole language instruction is explained by means of examples from a kindergarten unit on the grocery store. Activities include visiting the supermarket, making stone soup, and creating a grocery store. Activities teach reading, writing, oral language, phonics, and word recognition. (DG)

AN: EJ422590
AU: Freppon, Penny A.; Dahl, Karin L.
TI: Learning about Phonics in a Whole Language Classroom.
PY: 1991
JN: Language Arts; v68 n3 p190-97 Mar 1991
AV: UMI
NT: Themed Issue: The Code and Beginning Reading.
AB: Suggests new bases of information that need to be considered in deciding how to handle phonics effectively in beginning reading and writing instruction. Presents a description of phonics instruction in the classroom of a teacher of a whole language kindergarten. (MG)

AN: EJ432477
AU: Zarrillo, James
TI: Theory Becomes Practice: Aesthetic Teaching with Literature.
PY: 1991
JN: New Advocate; v4 n4 p221-34 Fall 1991
AB: Asserts that there is a gap between theory and practice in literature-based reading programs. States that too often, such programs lack an underlying theory and mimic methodology associated with basal programs. Describes the theoretical perspectives of Louise Rosenblatt, her principles of aesthetic teaching, examples from a fourth grade classroom, and evaluation. (PRA)